

## ANDREWS ELEMENTARY

13072 County Line Road  
Andrews, South Carolina 29510

**GRADES** PK-5 Elementary School

**ENROLLMENT** 854 Students

**PRINCIPAL** Loretta Burbage 843-264-3419

**SUPERINTENDENT** Dr. H. Randall Dozier 843-436-7000

**BOARD CHAIR** Mrs. Charlesann H. Buttone 843-436-7000

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	33	59	8	0

#### IMPROVEMENT RATING:

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Average	N/A
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Average	No
<b>2004</b>	Good	Good	Yes

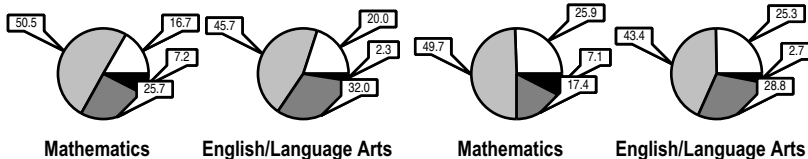
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	462	99.6	19.6	45.8	32.1	2.5	43.1	Yes	Yes
<b>Gender</b>									
Male	245	99.6	22.9	47.5	28.0	1.7	39.0		
Female	217	99.5	15.9	44.0	36.7	3.4	47.8		
<b>Racial/Ethnic Group</b>									
White	235	100.0	10.9	41.7	43.5	3.9	57.0	Yes	Yes
African-American	221	99.1	27.9	51.0	20.2	1.0	28.4	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	396	99.5	18.0	46.9	32.6	2.4	46.2		
Disabled	66	100.0	28.8	39.4	28.8	3.0	25.8	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	462	99.6	19.6	45.8	32.1	2.5	43.1		
<b>English Proficiency</b>									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	457	99.6	18.9	46.2	32.3	2.5	43.5		
<b>Socio-Economic Status</b>									
Subsidized meals	368	99.5	22.6	48.3	26.6	2.6	36.9	Yes	Yes
Full-pay meals	94	100.0	8.6	36.6	52.7	2.2	66.7		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	462	100.0	16.6	50.6	25.6	7.2	48.8	Yes	Yes
<b>Gender</b>									
Male	245	100.0	17.3	51.9	22.8	8.0	45.1		
Female	217	100.0	15.9	49.0	28.8	6.3	52.9		
<b>Racial/Ethnic Group</b>									
White	235	100.0	8.7	47.4	33.5	10.4	62.2	Yes	Yes
African-American	221	100.0	24.3	55.2	17.1	3.3	34.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	396	100.0	11.3	51.7	28.8	8.2	54.6		
Disabled	66	100.0	47.0	43.9	7.6	1.5	15.2	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	462	100.0	16.6	50.6	25.6	7.2	48.8		
<b>English Proficiency</b>									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	457	100.0	16.1	51.0	25.9	7.0	49.0		
<b>Socio-Economic Status</b>									
Subsidized meals	368	100.0	19.3	51.7	23.6	5.4	44.3	Yes	Yes
Full-pay meals	94	100.0	6.5	46.2	33.3	14.0	65.6		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	173	100.0	23.8	45.7	29.9	0.6	30.5
	<b>Grade 4</b>	153	99.3	24.8	58.9	16.3	N/A	16.3
	<b>Grade 5</b>	139	99.3	45.2	47.6	7.3	N/A	7.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	143	98.6	15.1	33.8	43.9	7.2	51.1
	<b>Grade 4</b>	164	100.0	17.9	54.3	27.8	N/A	27.8
	<b>Grade 5</b>	155	100.0	24.8	60.1	15.0	N/A	15.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	173	99.4	26.2	53.0	14.6	6.1	20.7
	<b>Grade 4</b>	153	100.0	20.6	56.0	17.0	6.4	23.4
	<b>Grade 5</b>	139	100.0	33.1	52.4	12.1	2.4	14.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	143	100.0	22.7	53.2	21.3	2.8	24.1
	<b>Grade 4</b>	164	100.0	9.3	51.2	31.5	8.0	39.5
	<b>Grade 5</b>	155	100.0	19.6	49.7	20.9	9.8	30.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 854)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.2%	Up from 0.2%	3.7%	2.7%
Attendance rate	99.4%	Up from 94.5%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.9%		5.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.9%		4.2%	3.5%
Eligible for gifted and talented	17.2%	Up from 13.9%	9.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.6%	Up from 6.8%	9.6%	8.2%
Older than usual for grade	2.7%	Down from 2.8%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 62)				
Teachers with advanced degrees	54.8%	Up from 53.0%	45.6%	51.4%
Continuing contract teachers	91.9%	Up from 89.4%	87.1%	87.5%
Highly qualified teachers**	95.0%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	90.7%	Up from 88.7%	85.9%	86.7%
Teacher attendance rate	95.1%	Up from 95.0%	94.7%	94.9%
Average teacher salary	\$42,970	Up 3.5%	\$39,821	\$40,760
Prof. development days/teacher	11.1 days	Up from 7.8 days	13.3 days	12.4 days

School				
Principal's years at school	1.0	Down from 4.0	3.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Up from 15.1 to 1	18.1 to 1	18.9 to 1
Prime instructional time	93.8%	Up from 87.8%	89.7%	90.0%
Dollars spent per pupil*	\$7,037	Down 33.3%	\$6,100	\$6,044
Percent of expenditures for teacher salaries*	61.9%	Down from 65.0%	65.2%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 100.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	85.5%	92.0%
Highly qualified teachers in high poverty schools**	94.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

We have had a very productive year at Andrews Elementary School, as we worked hard, learned, and grew together. State standards were incorporated throughout the subject areas and decisions were research based. Reading and writing skills were emphasized within each subject. Funding from the South Carolina READS grant greatly improved the availability of nonfiction books in classrooms and offered a wider range of support materials. We have high expectations for all our students; therefore, we continue to expect our students to think and work on higher levels academically.

To ensure the academic success of our students, we offered an after-school Extended Day Program and morning focus groups to those who needed academic assistance or enrichment. The Accelerated Reader program and teacher or volunteer "Read Alouds" were also used to encourage students to develop a love of reading.

Through federal funding, we were able to upgrade our computer technology in our classrooms, which greatly impacts student learning. Also, we have received much support from the School Improvement Council and the Parent Teacher Association along with grants and help from community organizations such as: Rotary, Police Department, Ministerial Association, Mental Health, and volunteers. We are all collaborating and working together to improve the quality of life for our students and their families as we continue to meet new challenges.

We are committed to the continued improvement of your child's social, emotional, physical, and educational needs. We appreciate all your efforts in assisting the school as we work jointly to provide a base for our students to become lifelong learners and productive members of society.

Loretta F. Burbage  
Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	59	145	98
Percent satisfied with learning environment	88.1%	80.3%	86.5%
Percent satisfied with social and physical environment	94.7%	76.1%	79.8%
Percent satisfied with home-school relations	63.8%	81.0%	81.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.